DOCUMENT RESUME

ED 258 679 JC 850 394

AUTHOR Geering, A. D.
TITLE Associate Diploma in Training and Development: Evaluation Report of the Study Units and Course.
INSTITUTION South Australian Coll. of Advanced Education, Adelaide. City/Underdale Campus.
PUB DATE Nov 84
NOTE 59p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Educators; *Associate Degrees; Course Evaluation; Distance Education; Foreign Countries; Inservice Education; On the Job Training; *Participant Satisfaction; Postsecondary Education; Program Evaluation; Student Characteristics; *Teacher Education
IDENTIFIERS *Australia

ABSTRACT

An evaluation was conducted of the South Australian College of Advanced Education's Associate Degree in Training and Development, a two-year, individually negotiated program for people who work, or aspire to work, in the training and development field in industrial, commercial, or service organizations. A questionnaire was mailed to all 268 past and present students, soliciting student background information, evaluation of individual courses, and comments on the overall program. Study findings, based on 98 usable responses, included the following: (1) 84% of the respondents were female; (2) 53.7% were using external study modes, and 68.4% of these rated the college's external studies unit as "good" or "excellent"; (3) most of the respondents had completed less than half of the credits for the degree; and (4) at least two-thirds of the respondents felt that the program was meeting their needs and the courses were offered at an appropriate level, although respondents were critical of the instructional materials for some units. Appendices include the questionnaire, evaluation data on the individual units in the program, and two detailed course evaluations. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Geering

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED258679

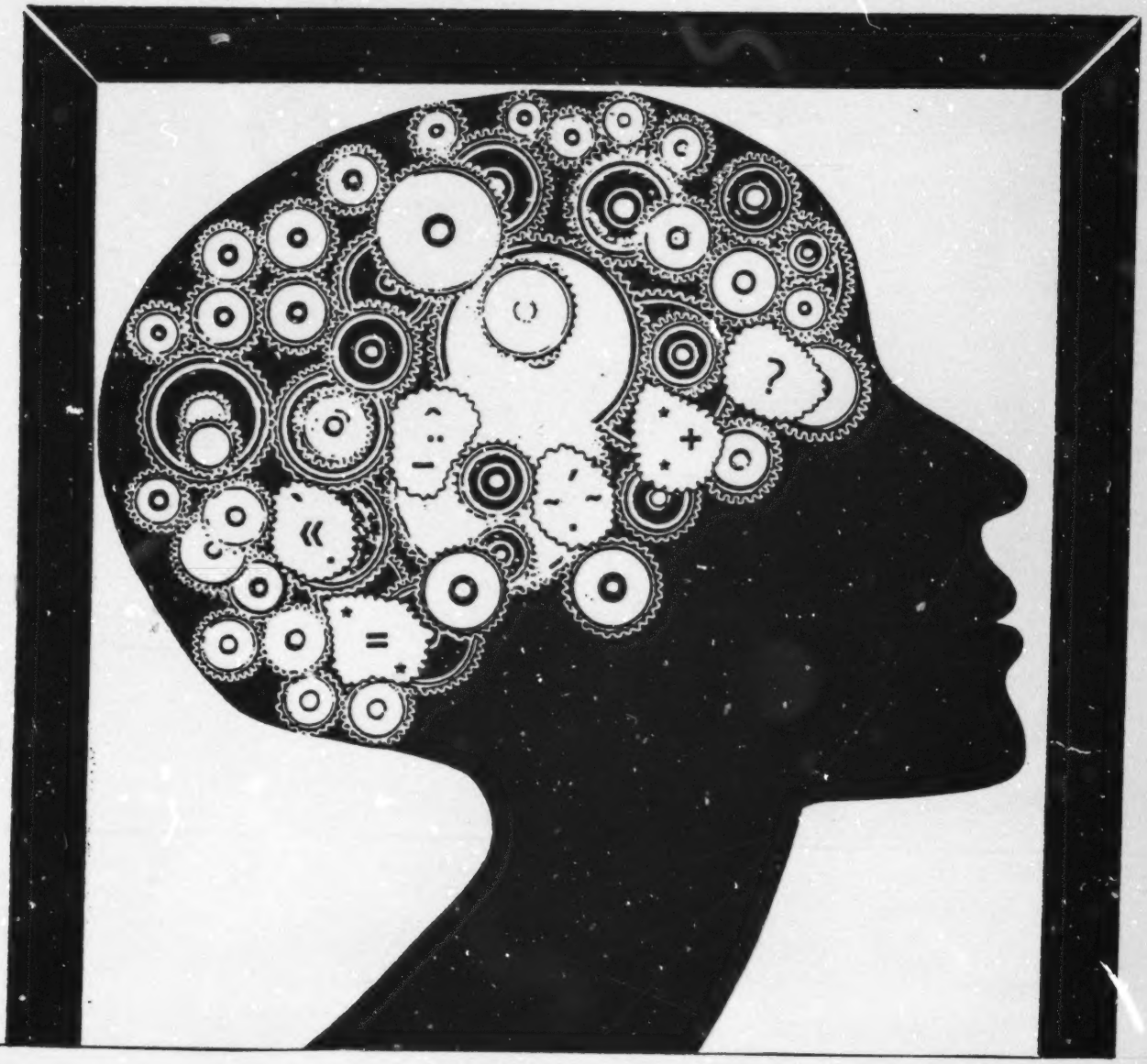
JC 850 394

Associate Diploma in

training and development

BEST COPY AVAILABLE

EVALUATION REPORT



South Australian College of Advanced Education

City/ Underdale Campus

ASSOCIATE DIPLOMA IN TRAINING AND DEVELOPMENT

EVALUATION REPORT OF THE STUDY UNITS AND COURSE

PREPARED BY:

Dr Adrian Geering
Course Co-ordinator

November, 1984

AG:SE/1065T - 075T
05.11.1984

1 INTRODUCTION

The Associate Diploma in Training and Development was first offered to both internal and external students at the South Australian College of Advanced Education in 1981. Since that time, the award, the first tertiary course in the training and development field in Australia still continues to attract students throughout the country from a wide variety of training and related fields, e.g. the armed services, government departments, semi-government utilities, banks, industrial organizations and private consultants.

The Associate Diploma in Training and Development aims to offer, through individually negotiated programmes, a course sufficiently varied to promote the career development of people who work, or aspire to work, in the training and development field in industrial, commercial or service organizations.

On successful completion of the course, students will have significantly extended their capacities to:

- Identify and analyse the professional role of the training and development practitioner, define major characteristics and analyse the institutional and social contexts in which that role operates.

- Choose and describe a career path within the training and development sphere and analyse prior learning and experiences as they relate to the professional competencies required to perform effectively within that career path; identify needs of personal professional development, and select or construct with appropriate advice, a programme of learning and activities that will develop and strengthen professional competencies.

- Analyse the training and development needs of people within various levels of employment; design implement and manage a set of learning experiences that meet these needs; select, use effectively, and evaluate a range of instructional methods and media appropriate to the learning situation, the learner and the intended outcomes.

- Apply the skills, insights and conceptual framework developed during the course to a major training and development project by identifying a problem, devising various strategies for solving the problem, implementing the strategies and testing their effectiveness, and reporting in a comprehensive and coherent way on the objectives, process and outcomes of the project.

- Demonstrate and apply, as a consequence of elected studies, an appropriate level of theoretical understanding of, and professional competencies in, the particular sphere of the training and development profession chosen by the student.

- o Contribute to the development of a positive and supportive organizational climate within the institution, demonstrate interpersonal skills, and demonstrate leadership in extending the training and development programme within the organization.

- o Devise, implement and support effective communications within the training and development context; negotiate with, advise, and report to management; publicise and promote the training and development programme.

During 1983, the Course Planning Committee of the Associate Diploma in Training and Development undertook a formal evaluation of the award which had been running for three years. Although this was to be the first evaluation of its type for the complete award, unit coordinators had, since the award was first offered, regularly conducted unit evaluations in an effort to ensure for example relevance of these units to the client group.

2 METHOD

A questionnaire was designed by the Course Planning Committee and trialled in several classes with internal students. Areas of the award on which details were sought included:-

1 student background information such as number of points of the award which had been completed and mode of study;

2 evaluation of individual units;

3 and comments on the overall award, such as suggestions for new units in order to improve the relevance of the award.

Successful trialling of the questionnaire followed by minor revisions by the course planning committee resulted in a final version of the questionnaire being prepared. Then, accompanied by an introductory letter, the questionnaire, (Appendix A) was sent to all past and present (1983) students in the award.

A follow-up letter was sent reminding past and present students of the importance of the evaluation and requesting the return of the completed questionnaire. As a result, 98 (27%) of the 268 questionnaires originally dispatched were usable. This is a reasonably low response rate but is consistent with that of similar evaluations of this nature where for example, a number of potential respondents are no longer participating in the program. (Withdrawal rates for those studying by the distance mode have frequently been relatively high).

Data from the 98 usable returns were statistically analysed.

3 PRESENTATION OF RESULTS

3.1 Background Information

3.1.1 Nature of Clientele

The distribution by sex of respondents is given in Table 1. It is clear from this table that the vast majority of respondents were male.

TABLE 1

Sex of Respondents

	SEX N	%	ADJUSTED %
Female	15	15.3	16.0
Male	79	80.6	84.0
No Answer	4	4.1	
TOTAL	98		

NOTES: Adjusted percent is N as a percentage of 98 adjusted for missing data.

3.1.2 Mode of Study

Table 2 indicates the variety of study modes undertaken by respondents. More than half the respondents were studying via the external mode. Five respondents studied via mixed mode, i.e., some subjects were studied externally and others internally.

TABLE 2

Study Mode

	N	%	ADJUSTED %
Full Time	3	3.1	3.2
Part Time Internal	36	36.7	37.9
Part Time External	51	52.0	53.7
Part Time Internal/ External	5	5.1	5.3
Missing	3	3.1	
TOTAL	98		

NOTES: Adjusted percent refers to N as a percentage of 98 adjusted for missing data.

In an effort to gain some feedback about the effectiveness of the College's external studies unit in servicing student needs, those who had studied via this mode were asked to comment on such service. Results in Table 3 indicate that most students studying in external mode were happy with the service which the College was providing.

TABLE 3

External Studies Service

	N	%
Excellent	7	11.7
Good	34	56.7
Fair	15	25.0
Poor	3	5.0
Very Poor	1	1.7
TOTAL	60	

NOTES: Total N here included two respondents either or both of whom either did not answer the previous question on mode of study or were studying full time but for some reason did at least one unit externally.

Percent is N as a percent of 60.

3.1.3 Points of the Award Completed

Table 4 contains the responses for number of points of the award completed by respondents. Most respondents had completed less than half (or 36 points) of the award. In fact half the respondents had only completed from 4 to 12 points of the award. It would appear then that this would affect the degree to which these students could make a judgement of the overall award particularly as most of our students are studying at tertiary level for the first time. Thus generalizations made from responses contained in this evaluation report must be seen in the light of this fact.

TABLE 4

Points of the Award Completed

POINTS	N	%	ADJUSTED %
1 - 12	49	50.0	53.8
13 - 24	17	17.3	18.7
25 - 47	15	15.3	16.5
48 - 71	9	9.2	9.9
whole award	1	1.0	1.1
missing	7	7.1	
TOTAL	98	99.9	

NOTES: Adjusted % is N as a percentage of 98 adjusted for missing data.

3.2 Evaluation of Individual Units of the Associate Diploma in Training and Development

3.2.1 Description of Units

The 72 point course has four parts as shown in the Table 5 : Part A - an initial analysis of existing competencies and areas for improvement; Part B - a core section; Part C - a project; Part D - elective units to the value of 36 points.

The 36 points of elective units must include either ATD36 or ATD42 and at least one of ATD51, ATD54 and ATD57. Students who wish to take electives related to training and development from other subject areas within the College or other tertiary institutions must gain the approval of the Course Co-ordinator prior to enrolment. This is only given on a limited basis.

TABLE 5

Units of the Associate Diploma in Training and Development

Unit Code	Name of Unit	Pre-requisite	Point Value
	PART A - COMPETENCY ANALYSIS		
ATD21	Competency Analysis for Human Resource Developers	Nil	4
	PART B - CORE		
ATD63	Teaching Methods	ATD21	4
ATD66	Instructional Technology	ATD21	4
ATD69	Training Needs Analysis	ATD21	4
ATD72	Course Design	ATD69	4
	PART C - PROJECT		
ATD30	Human Resource Development Project	ATD21	16
	PART D - ELECTIVE UNITS		
ATD33	Evaluating Training Programmes	Nil	4
ATD36	Communication	Nil	4
ATD39	Group Dynamics	Nil	4
ATD42	Counselling and Interviewing	Nil	4
ATD45	Learning Contract	Nil	4
ATD48	Learning Theory	Nil	4
ATD51	Organizational Behaviour	Nil	4
ATD54	Psychology of Work	Nil	4
ATD57	Sociology of the Working Environment	Nil	4
ATD60	Concepts for Human Resource Developers	Nil	4

3.2.2 Results of Evaluation

In this section of the questionnaire respondents were asked to comment on four aspects of each unit they had studies in the award - the overall value of the unit, the value of content in the unit, the unit's standard and the value of the materials used in the unit. A detailed discussion of the results for each unit are to be found in Appendix B.

This part of the report will contain some comments about each aspect of the units studies.

a) Value of unit to overall development in training and development role

Of the 14 units surveyed more than 60% of respondents thought that all the units were of good or excellent value to their training and development role. In fact 11 out of 14 units were thought to be of good or excellent value by more than three quarters of the respondents.

b) Value of content in attainment of stated objectives

The content of most units were perceived to be of good or excellent value by more than two thirds of respondents

c) Value of materials

More than 60% of respondents perceived the materials in 11 out of 14 units to be of good or excellent value while more than 40% thought the materials in three units were only fair, poor or very poor.

d) Standard of unit

The standard of most units was perceived to be good or excellent by at least 60% of respondents.

Some general comments about units in the award are made below.

3.2.3 General Comments About Units

The number of respondents for both the initial unit ATD21 and the core units was much higher than the number of respondents for the electives. This was to be expected given that over 50% of respondents had only completed 12 or less points of the award.

Thus making any generalizations from the results gained is questionable. Generally the Associate Diploma in Training and Development was perceived by at least two thirds of respondents to be meeting their needs and that units were being offered at an appropriate level. Respondents were a little more critical about the value of materials supporting their learning in some units. Of course, this is to be expected, given that unit materials were only at the first stage of development at the time of the survey. Since then a number of changes to units in the award have been carried out and this will continue as we receive feedback from students. The learning materials for a number of units have all been re-written and extended from one booklet to the new College format of three booklets. It is anticipated that learning materials for remaining units will be re-written in this new format during 1985. One unit, Counselling and Interview, had an outstanding approval rate in all areas.

3.3 Evaluation of Course

In this section of the questionnaire, a number of questions were included to get feedback from respondents about the relevance of the course to their role as trainers; their perception of the amounts of exemption that had been given; reasons for withdrawing from the course; suggestions for additional electives; whether the HRD Project should be deleted as a compulsory part of the course and the core enlarged; and whether the respondents were interested in undertaking the proposed Bachelor of Business Degree in Human Resource Management.

The results for this section of the questionnaire should be viewed in relation to the fact that more than two thirds of respondents had only completed one third of the award or less. Hence the real difficulty that they would have experienced in making informed judgements about the overall course.

3.3.1 Relevance of Course

Table 6 below shows the analysis of responses to the question relating to the relevance of the Associate Diploma in Training and Development to their role as Training Officers.

TABLE 6

Relevance of Course

	N	%
Excellent	21	23
Good	44	48
Fair	20	23
Poor	2	3
Very Poor	2	3
TOTAL	89	

Thus almost two-thirds of the respondents perceived the course to have excellent or good relevance to their role while one-fifth said the course had fair relevance to their role.

3.3.2 Exemption for Previous Study

Table 7 presents an analysis of the results for the question related to whether respondents were happy about exemption they were given.

TABLE 7

Perception of Exemption Given

	N	%
YES	31	61
NO	20	39
TOTAL	51	

Over 60% of respondents were happy with the exemption given whereas almost 40% were not happy. Unlike most other tertiary institutions, the South Australian College is quite innovative in recognizing previous non-tertiary level studies and life experience. During ATD21, Competency Analysis, the first unit undertaken, students complete a claim for status and exemption as part of the assessment requirements for that unit.

At the end of this first term, unit coordinators meet to evaluate these requests and recommend that status be granted for relevant, previous recent tertiary study. Additionally prior non-tertiary learning is assessed and internal exemption of one to three points is granted per unit. The rule which we use is based on the College determination of 40 hours of student work being required for one point of work or 160 hours for a subject of four points. Examples of internal exemption granted are as follows:-

	COURSE	DURATION	EXEMPTION
*TTS STAGE 1	Group Instruction Techniques	10 Days	2 Points/ATD63
TTS STAGE 2	Operator Course Design	15 Days and 4 weeks in workplace	2 Points/ATD69 2 Points/ATD72
*AIM-SA	Course Leaders	5 Days	1 Point/ATD63
TAFE -NELMIC	(New Entry Lecturer Methodology Instruction Course	13 Days	3 Points/ATD63

* Trainer Training Service, Department of Employment and Industrial Relations.

** Australian Institute of Management.

3.3.3 Reasons for Withdrawal from the Course

Table 8 below contains the analysis of responses to the question relating to the reason why students withdrew from the Course.

TABLE 8

Reasons for Withdrawal

	N	%
Personal Problem	-	-
Work Problem	6	38
Units Not Relevant	2	13
Units too Difficult	-	-
Difficulties as External Students	1	6
Lack of Educational Background	-	-
Combination of two or more problems	6	38
Other	1	5
TOTAL	16	

Withdrawal from the course is a lot higher than the number of responses to the questionnaire. Because of the limited numbers in this survey no generalization can be made about this except to say that other feedback indicates that the training and development field is an area which people move into or out of quite frequently because of job promotion or transfer and it is therefore not surprising that some people would withdraw from the Course for these and other reasons.

3.3.4 Suggestions for Additional Units

Table 9 shows the responses to the question asking for suggestions for other units relevant to their role in training and development.

TABLE 9

Other Areas Relevant To Role

	N	%
YES	29	34
NO	56	66
TOTAL	85	

More than two thirds of the respondents were happy with the range of options in the course while 34% felt there were other areas that needed covering. A wide range of suggestions were made including: management of training; application of computer in training and development; interpersonal relations; management of people; sociology; marketing of training; industrial relations; adult learning; health education; psychology; consulting; minority groups; speech lessons; problem-solving; finance and budgeting; and time management. Some of these subjects are contained in the proposed curriculum for the B.Bus(HRM).

3.3.5 Deletion of HRD Project

Table 10 shows the responses to a question that asked where the HRD Project should be deleted and the core enlarged.

TABLE 10

Delete HRD Project

	N	%
YES	57	66
NO	29	34
TOTAL	86	

Almost two thirds of the respondents indicated that they would like to delete the HRD Project and enlarge the core. At this point in time most students have not done the project. Yet of those who have completed the HRD Project (Table B-6) almost 80% felt that the value of the unit and the content were good or excellent. So, perhaps the results in Table 10 should be interpreted in the light of these other results and the possible "fear of the unknown" that some students may feel in undertaking a major project of this nature. Perhaps the results also suggest the need for the unit co-ordinator to make students aware of the flexible nature of the HRD Project and the approach taken.

3.3.6 Interests in B.Bus.(HRM) Course

Table 12 shows the responses given to a question asking respondents whether they were interested in undertaking a degree course of study in the subject area.

TABLE 12

Interest in B.Bus (HRM) Course

	N	%
YES	84	87
NO	11	13
TOTAL	95	

Almost 90% of the respondents indicated that they were interested in undertaking the degree course. This finding supports and complements other research results which suggested strong community support for the proposed introduction of the B.Bus. in Human Resource Management in 1985.

APPENDIX A

COPY OF QUESTIONNAIRE

AG:SE/1075T:1

South Australian College of Advanced Education

Centre for Studies in Adult and Further Education

ASSOCIATE DIPLOMA IN TRAINING AND DEVELOPMENT

An evaluation of the study units and course.

Requested date of return 25 July, 1983

Returning address:
DR. ADRIAN GEERING
Centre for Studies in Adult and Further Education
South Australian College of Advanced Education
Underdale Campus
Holbrooks Road
Underdale SA 5032

NOTES FOR SURVEY RESPONDENTS

Introduction

Enclosed is a survey form with a number of questions relating to the evaluation of the Associate Diploma in Training and Development.

Aim of Course

The Associate Diploma in Training and Development aims to offer, through individually negotiated programmes, a course sufficiently varied to promote the career development of people who work, or aspire to work, in the training and development field in industrial, commercial or service organisations.

Organisation of the survey questionnaire

The questionnaire is divided into three parts:

Section One:	Background and other information
Section Two:	Unit evaluation
Section Three:	Course evaluation

NOW PLEASE PROCEED WITH SECTION ONE OF THE SURVEY. THANK YOU.

SECTION ONE: BACKGROUND AND OTHER DETAILS

IN THIS SECTION WE WOULD LIKE YOU TO COMPLETE THE FOLLOWING ITEMS BY CIRCLING THE APPROPRIATE NUMBER FOR EACH ITEM.

1 Sex:

2	1
Male	Female

2 Number of points of work you have completed - do not include this term's units.

5	4	3	2	1
Whole Award	48-71	25-47	13-24	1-12

3 Type of Student

4	3	2	1
Part-time External	Part-time Internal	Full-time Internal	Other

4 FOR PART-TIME EXTERNAL STUDENTS OR INTERNAL STUDENTS WHO COMPLETED SOME UNITS BY EXTERNAL STUDIES

Please indicate how well the College's External Studies Department has serviced your needs as students.

5	4	3	2	1
Excellent	Good	Fair	Poor	Very Poor

SECTION TWO: EVALUATION OF UNITS WITHIN THE ASSOCIATE DIPLOMA IN TRAINING AND DEVELOPMENT

In this section we are seeking your evaluation of four aspects of the specific units within the award that you have studied using the following rating scale:

1 How valuable was the unit to your OVERALL development in your training and development role?

2 How valuable was the CONTENT of the unit to helping you attain its stated objectives?

3 How valuable was the HANDBOOK and MATERIALS of the unit in supporting your learning?

4 How good was the STANDARD of the unit in terms of a higher education course? That is, was it comprehensive and demanding of you as a learner, or was it too easy, simple and undemanding?

For each unit we have left some space for you to make a comment, if you wish. Remember, the questionnaire is confidential, your response is anonymous and, therefore, we would like you to be free and frank in your evaluation of both weaknesses and strengths.

Here is an example of how we would like you to use the questionnaire.

EXAMPLE
ATD99: Subject X

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	(4)	3	2	1
VALUE OF CONTENT	5	(4)	3	2	1
VALUE OF MATERIALS	5	4	3	(2)	1
STANDARD OF THE UNIT	5	(4)	3	2	1

COMMENTS: This unit was valuable and extended my competencies...

but I found the materials to be hard to read.....

In this response, the student has felt that the unit is a valuable part of the course, its content was satisfactory, its materials were not very helpful, but its standard was quite high. The student has indicated to us why he/she found the materials not very helpful.

Now we would like you to go ahead and rate each of the units below that you have studied.

REMEMBER PLEASE: ONLY MAKE RESPONSES FOR UNITS THAT YOU HAVE COMPLETED.

ATD21: Competency Analysis for Human: Resource Developers:

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

ATD21A: Teaching Methods

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

ATD21B: Instructional Technology

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

BEST COPY AVAILABLE

REMEMBER PLEASE: ONLY MAKE RESPONSES FOR UNITS THAT YOU HAVE COMPLETED.

ATD27A: Training Needs Analysis:

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

.....

ATD27B: Course Design:

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

.....

ATD30: Human Resource Development Project:

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

.....

ATD33: Evaluating Training Programmes:

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

.....

REMEMBER PLEASE: ONLY MAKE RESPONSES FOR UNITS THAT YOU HAVE COMPLETED.

ATD36: Communication:

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

.....

ATD39: Group Dynamics:

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

.....

ATD42: Counselling and Interviewing:

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

.....

ATD45: Learning Contract

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

.....

REMEMBER PLEASE: ONLY MAKE RESPONSES FOR UNITS THAT YOU HAVE COMPLETED.

ATD48: Learning Theory:

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

.....

ATD51: Organisational Behaviour:

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

.....

ATD54: Psychology of Work:

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

.....

ATD57: Sociology of the Working Environment:

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

.....

REMEMBER PLEASE: ONLY MAKE RESPONSES FOR UNITS THAT YOU HAVE COMPLETED.

ATD60: Concepts for Human Resource Developers:

	Excellent	Good	Fair	Poor	Very Poor
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

COMMENTS .....

.....

.....

SECTION THREE: EVALUATION OF THE WHOLE COURSE

Within this section we are seeking your evaluation of the total award and its relevance to people who work or, aspire to work, in the training and development field in industrial, commercial or service organisations. Please CIRCLE the appropriate NUMBER for each item.

1 How relevant to the role of a trainer have you found the course to date?

5	4	3	2	1
Excellent	Good	Fair	Poor	Very Poor

Please indicate why you gave the above rating.

COMMENTS: .....

.....

.....

2 Status/Exemption:

IF YOU APPLIED FOR EXEMPTION PLEASE GIVE US SOME FEEDBACK ABOUT THE EXEMPTION YOU were granted in terms of your own assessment of your experience.

Generally the College permits status to be given only for previous work done in a similar unit at an Associate Diploma level or above. Partial exemption may be given for experience gained at training courses, workshops, etc.

Were you happy with the exemption that you were given?

YES	NO
2	1

Please explain your answer.

COMMENTS: .....

.....

.....

3 IF YOU HAVE WITHDRAWN FROM THE TOTAL COURSE PLEASE:

Circle the main reason

Personal Problems	Work Problems	Units not Relevant	Units too Difficult	Difficulties as an external student	Lack of educational background	Other
7	6	5	4	3	2	1

COMMENTS (please give some details of the reason for your withdrawal)

.....

.....

.....

.....

---

4 As a person interested in training and development, is there any area(s) of your role that should be incorporated or included in an existing or new course in training and development?

YES	NO
2	1

If your answer is yes please indicate which knowledge areas or skills should be included.

COMMENTS: .....

.....

.....

.....

.....

---

5 The present structure of the Associate Diploma is:

Competency Analysis	(4 points)
Core	(16 points)
Project	(16 points)
Electives	(36 points)

With the advent of a Bachelor's degree in Human Resource Management we are considering restructuring the Associate Diploma in Training and Development by deleting the HRD Project and enlarging the core as follows:

PART A -	Competency Analysis	] 4 points
PART B -	Core	]32 points (previously
	Needs Analysis	]16 points
	Course Design	]which were
	Teaching Methods	]Needs Analysis
	Instructional Technology	]Course Design
	Evaluation of Training Programmes	]Teaching Methods
	Communication	]& Instructional
	Counselling and Interviewing	]Technology)
	Concepts for Human Resource Developers	]
PART C -	Electives	36 points (as at present)
	from current list and additional ones (these include: Group Dynamics, Learning Contract, Learning Theory, Psychology of Work, Organisational Behaviour, Sociology of the Working Environment)	

Do you agree with the above proposal to delete the HRD Project and enlarge the core?

YES	NO
2	1

Please indicate the reason for your response.

COMMENTS: .....

.....

.....

6 Refer to the proposed structure in number (5). Would you replace any of the units in the core with other units from existing electives?

YES	NO
2	1

If yes, please indicate which units should be replaced and the substitute one.

COMMENTS:

.....

.....

.....

.....

7 We are currently planning to introduce a Bachelor's degree in Human Resource Management in 1984. The degree aims to provide students with competencies that will enable them to operate effectively in a variety of settings where organisational management and the development of individuals are important.

Would you be interested in undertaking this course after you have completed the Associate Diploma in Training and Development and given appropriate status?

YES	NO
2	1

Please indicate the reasons for your response.

COMMENTS: .....

.....

.....

.....

.....

Thank you for completing this survey. Please return the completed survey in the enclosed envelope to the returning address listed on the cover.

APPENDIX B

EVALUATION OF INDIVIDUAL UNITS IN THE ASSOCIATE DIPLOMA IN TRAINING AND DEVELOPMENT

Unit Evaluation

Respondents were asked to comment on each of the units offered in the award. Table B-1 shows the distribution of responses to questions on the first unit studied in the award, viz Competency Analysis for Human Resource Developers. Students were asked to comment on the overall value of the unit, the value of content in the unit, its standard and the value of unit materials. This approach was used in assessing units in the award. Numbers for each response category were converted to a percentage of N for each question.

Competency Analysis

TABLE B-1

ATD21 Competency Analysis for Human Resource Developers

	N	Percentage Responses				
		EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	90	28.8	45.6	16.7	7.8	1.1
Value of Content	88	13.6	52.3	22.7	10.2	1.1
Value of Materials	88	6.8	39.8	43.2	8.0	2.3
Standard of Unit	89	11.2	50.6	27.0	9.0	2.2

NOTES: Percent is N expressed as a percentage of each total number value for N in each response category.

Almost three quarters of respondents felt that the overall value of this unit was good or excellent, while about two thirds felt that the content was of good or excellent value. However, more than 50% of respondents felt that the value of materials was only fair, poor or very poor. Meanwhile, just over 60% felt that the standard of the unit was either good or excellent.

Critical comments about the units related to the structure and nature of the materials and assessment being at the end of term. In addition, lack of input on Training and Development as a field was noted. There were many positive comments about the value of the unit as an introductory unit and the help given by lecturers. Since this questionnaire was presented the unit has been re-written to include a section on "The Nature of Human Resource Development". In 1984 introductory Australian text "Training, and Development" by B. Poulter also has been used in the unit. In addition, assessment has been spaced over the term in three assignments. This subjects learning materials were extended from one small booklet to the new college format of three booklets with a book of readings being included for the first time in 1984.

A copy of the 1984 unit evaluation report from the new co-ordinator Dr Geering has been included in Appendix C. There is pleasing feedback about the new materials used in the unit. Also the attrition rate has been reduced from about 50% to under 20% which is a pleasing reduction. Note the high ratings for each of the four aspects evaluated and the achievement of objectives.

Teaching Methods

Table B-2 presents the distribution of responses for one of the core units - Teaching Methods.

TABLE B-2

ATD24A - Teaching Methods

		Percentage Response				
	N	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	51	20	51	20	18	-
Value of Content	49	14	45	27	12	-
Value of Materials	50	14	40	34	10	-
Standard of Unit	50	10	52	24	12	-

Almost three quarters of respondents thought that the unit value was good or excellent while about three fifths felt that the content was of good or excellent value. However, almost 50% of respondents thought that the value of materials was only fair or poor. Meanwhile, almost two thirds of the respondents thought the standard of the unit was good or excellent.

Instructional Technology

Table B-3 contains the results of responses for another core unit - Instructional Technology.

TABLE B-3

ATD24B - Instructional Technology

		Percentage Response				
	N	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	36	19	44	20	11	3
Value of Content	36	14	50	22	6	5
Value of Materials	36	25	30	28	8	6
Standard of Unit	35	14	37	29	14	3

Almost two thirds of respondents thought that unit value and content were good or excellent while just over half thought that the value of the materials was good or excellent. However, almost 50% of respondents thought that the standard of the unit was fair, poor or very poor.

As a result of this and other feedback, the one unit ATD24, Teaching Methods and Instructional Technology was split into two discreet term units from the beginning of 1984, ATD63 Teaching Methods and ATD66 Instructional Technology. Thus enabling students who completed only one term of the unit to have a result recorded for Teaching Methods. From Term 1, 1985, the content of these units will be integrated with the content of the first two terms of Basic Teaching Strategies for staffing and other reasons. Thus students will be undertaking a well-established performance based teaching methods programme which is team - taught by a range of staff with training and adult education experience. This will overcome the problem that we have encountered in the past of not being able to offer internal classes with less than ten students. It will also allow students to fit into a wider range of time slots and expose them to a range of staff and students from different backgrounds thus enrichening the learning experience undertaken.

Training Needs Analysis

Table B-4 presents the distribution of responses for another core unit Training Needs Analysis.

TABLE B-4

ATD27A - Training Needs Analysis

		Percentage Response				
	N	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	31	36	42	18	3	6
Value of Content	31	23	45	13	10	6
Value of Materials	32	31	31	19	13	3
Standard of Unit	32	25	44	16	9	3

Almost 80% of respondents felt that the overall value of this unit was good or excellent. While over two thirds felt that the content and standard of the unit was good or excellent. Meanwhile, over 60% of respondents felt that the value of materials was good or excellent. In 1984, this unit's learning materials were re-written by the co-ordinator Dr Geering into the new three booklet format required by the College. A copy of the 1984 unit evaluation report is included in Appendix D. Note the high ratings for each of the unit and for attainment of the objectives.

Course Design

Table B-5 lists the responses for another core unit, Course Design.

TABLE B-5

ATD27B : Course Design

		Percentage Response				
	N	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	27	19	44	11	11	7
Value of Content	27	19	41	11	15	7
Value of Materials	27	19	52	7	11	4
Standard of Unit	27	14	37	22	11	4

Almost three quarters of respondents felt that the value of materials of this unit was good or excellent while almost two thirds felt that the content and unit value were good or excellent. However, only half of the respondents thought that the standard of the unit was good or excellent.

From the beginning of 1984, the two term core unit Training Needs Analysis and Course Design was split into two discreet term units ATD69 Training Needs Analysis and ATD72 Course Design, thus enabling students who completed only one term of the unit to have a result recorded for Training Needs Analysis. The unit materials, which have been well received by most students, are currently being re-written and upgraded into the new College format of three booklets by Dr Geering, the unit co-ordinator.

Human Resource Development Project

Table B-6 contains the response for another compulsory unit, the Human Resource Development (HRD) Project.

TABLE B-6

HRD Project

		Percentage Response				
	N	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	14	43	36	-	7	-
Value of Content	14	50	29	-	7	-
Value of Materials	13	31	31	8	15	-
Standard of Unit	13	54	15	8	8	-

Just over three quarters of respondents thought that the unit value and content were good or excellent while over 60% felt that the materials and standard of the unit were good or excellent. The question of whether this unit should be compulsory for all students is considered later in this report.

The following units are all elective units and so numbers of respondents for each unit are relatively small in comparison to core units thus making generalizations from the results gained is questionable. All electives are currently being re-written into the new College format of three booklets for each unit and this should be completed during 1985.

Evaluating Training Programmes

Table B-7 shows the distribution of responses for the elective Evaluating Training Programmes.

TABLE B-7

ATD33 - Evaluating Training Programmes

		Percentage Response				
	N	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	17	47	29	12	-	-
Value of Content	17	47	35	-	6	-
Value of Materials	17	47	29	12	-	-
Standard of Unit	17	53	18	17	-	-

Over 80% of respondents felt that the content, materials and standard of this unit was good or excellent whereas over three quarters felt that the value of the unit was good or excellent.

Communication

Table B-8 below shows an analysis of questions relating to the elective, Communication.

TABLE B-8

ATD36 - Communication

	N	Percentage Response				
		EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	25	28	48	16	4	-
Value of Content	25	24	48	20	4	-
Value of Materials	25	24	40	24	8	-
Standard of Unit	25	20	36	36	4	-

Over 70% of respondents felt that the value and content of the unit was good or excellent while almost two thirds felt the materials were good or excellent. However, 40% felt the standard of the unit was only just fair or poor.

Group Dynamics

Table B-9 shows the distribution of responses relating to the elective Group Dynamics.

TABLE B-9

ATD39 - Group Dynamics

	N	Percentage Response				
		EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	13	15	46	23	-	8
Value of Content	13	15	39	15	15	8
Value of Materials	13	23	39	8	8	15
Standard of Unit	13	8	39	31	8	7

Over 60% of respondents thought that the materials and value of the unit was good or excellent while over half thought the content was good or excellent. However, almost 50% felt the standard was fair, poor or very poor.

Counselling and Interviewing

Table B-10 contains a summary of the responses for the elective Counselling and Interviewing.

TABLE B-10

ATD42 - Counselling and Interviewing

		Percentage Response				
	N	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	15	47	47	-	-	-
Value of Content	15	53	40	-	-	-
Value of Materials	15	53	33	7	-	-
Standard of Unit	15	53	33	7	-	-

Over 90% of respondents perceived the value and content of this to be good or excellent while over 85% felt the materials and standard of the unit were good or excellent.

Learning Contract

Table B-11 shows the distribution of responses for the elective Learning Contract.

TABLE B-11

ATD45 - Learning Contract

		Percentage Response				
	N	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	5	40	20	20	-	-
Value of Content	5	60	20	-	-	-
Value of Materials	5	40	-	40	-	-
Standard of Unit	5	20	20	40	-	-

80% of the respondents felt the value of the unit was good or excellent while 60% thought the content was good or excellent. However, 40% of the respondents felt the materials and standard of the unit were only fair.

Learning Theory

Table B-12 shows an analysis of questions relating to the elective Learning Theory.

TABLE B-12

ATD48 - Learning Theory

		Percentage Response				
	N	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	21	33	33	19	10	-
Value of Content	21	33	38	10	14	-
Value of Materials	21	23	46	10	10	6
Standard of Unit	21	23	48	14	10	-

Over 70% of the respondents felt the content, and standard of the unit were good or excellent while over two thirds thought the value and materials were good or excellent.

Organizational Behaviour

Table B-13 contains the responses for the elective Organizational Behaviour.

TABLE B-13

ATD51 - Organizational Behaviour

		Percentage Response				
	N	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	17	29	53	6	6	-
Value of Content	17	29	53	6	6	-
Value of Materials	17	29	29	29	6	-
Standard of Unit	17	18	59	12	6	-

Over three quarters of the respondents thought that the value, content and standard of the unit were good or excellent whereas less than 60% felt that the materials were good or excellent.

Psychology of Work

Table B-14 below shows the distribution of responses for the elective Psychology of Work.

TABLE B-14

ATD54 - Psychology of Work

		Percentage Response				
	N	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	15	20	60	13	-	-
Value of Content	15	26	40	27	-	-
Value of Materials	15	26	40	27	-	-
Standard of Unit	15	26	47	13	7	-

80% of the respondents thought the value of the unit was good or excellent while two thirds felt the content and materials were good. Meanwhile, almost three quarters of the respondents thought the standard of the unit was good or excellent.

Sociology of Working Environment

Table B-15 contains the results for the elective Sociology of the Working Environment.

TABLE B-15

ATD57 - Sociology of Working Environment

		Percentage Response				
	N	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	4	50	25	25	-	-
Value of Content	4	50	25	25	-	-
Value of Materials	4	25	50	25	-	-
Standard of Unit	4	50	25	25	-	-

75% of all respondents felt that this unit was good or excellent in all respects.

HRD Concepts

TABLE B-16 shows an analysis of questions relating to the elective Human Resource Development (HRD) Concepts.

TABLE B-16

ATD60 - HRD Concepts

		Percentage Response				
	N	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
Overall Unit Value	31	36	42	10	6	-
Value of Content	31	23	52	10	9	-
Value of Materials	31	39	36	16	3	-
Standard of Unit	31	19	52	16	3	-

Over three quarters of the respondents thought that value content and materials of this unit were good or excellent while over 70% felt the standard was good or excellent.

APPENDIX C

Evaluation of ATD21 : Competency Analysis for Human Resource Developers

Term 1, 1984

- Dr A Geering
Unit Co-ordinator

EVALUATION OF ATD21 - TERM 1, 1984

Because of the large attrition rate in ATD21 in previous years (50%), I decided to totally rewrite the materials and evaluate the unit at the end of the term.

The results for the unit are as follows:
(n = 73)

D	C	P_1	P_2	F	W	WF	RW
9	28	17	1	4	1	12	1

Thus, 59 students out of 73 students have completed the unit.

Thus, the attrition rate for this unit has been changed from 50% to 19.2%

The results of the evaluation are to be found on the following pages.

THE BOOKLETS

The internal student appeared totally satisfied with the concep., layout, design and content of the three booklets. All of the external students I spoke to favoured the single mailing from the College.

There are several spelling, punctuation and paste-up errors, particularly in Booklet 2, but these will be changed for next year. The only improvement which has been suggested is to replace the staple binding with a sirlax binding. This will enhance appearance and longevity and make for easier opening.

COURSE PHILOSOPHY

This course attracted students from as wide a range of educational attainments and intellect as I have encountered in any tertiary course. The nature of the course makes this likely if not inevitable. Nevertheless, the wide variety of attainments and abilities in both external and internal modes made for problems.

At one level, the course is perceived as a gentle introduction to tertiary study or as a gentle re-introduction to study per se. The relative paucity of "academic" material made the course highly appropriate to this type of person, concentrating as it does, on descriptive rather than analytical written work. The fact that much of the written work was egocentric also assisted this type of student.

I received several complaints from internal and external students that the course content was "frivolous" or "non-academic" or "not searching". I have some sympathy with these views.

The reasons adduced for these allegations included:-

- the nature of the course;
- the sketchiness of the textbook;
- the repetitive nature of some of the non-seminar input;
- the range of students' abilities.

In attempting to discuss some of these allegations, I pointed at that as an introduction to the award, this unit was very much a screening process, that is, successful navigation of these calm waters would lead to a more searching exposition of one's abilities in other units. This view was accepted.

This viewpoint is thus reflected in the ratings given to content, unit value and standard. Generally, the perception was at the good level (4 rating).

The highest rating was given to the materials indicating that the new format of three (3) booklets has been well received by students.

The results for the achievement of unit objectives is most pleasing. Generally, the criticisms related to administrative matters and action will be taken where possible.

HOW CAN ATD21 BE IMPROVED:

Summary of Comments

o	Earlier notification of booklist	:	3 people
o	Tapes need professionalising	:	3 people
o	Assessment criteria for assignments	:	1 person
o	Classroom facilities	:	1 person
o	Design and layout of handbooks	:	2 people
o	More printed and comprehensive notes	:	1 person
o	Emphasise practical rather than academic notes	:	1 person
o	A grade for the seminar	:	2 people
o	More comprehensive feedback on assignments	:	1 person

SECTION 2

In this section we are seeking your evaluation of four aspects of ATD21 using the following rating scale:

1 How valuable was the unit to your **OVERALL** development in your training and development role?

2 How valuable was the **CONTENT** of the unit to helping you attain its stated objectives?

3 How valuable was the **HANDBOOK** and **MATERIALS** of the unit in supporting your learning?

4 How good was the **STANDARD** of the unit in terms of a higher education course? That is, was it comprehensive and demanding of you as a learner, or was it too easy, simple and undemanding?

.....

	Excellent	*Good*	*Fair*	*Poor*	*Very Poor*
OVERALL UNIT VALUE	5	4	3	2	1
VALUE OF CONTENT	5	4	3	2	1
VALUE OF MATERIALS	5	4	3	2	1
STANDARD OF THE UNIT	5	4	3	2	1

RESULTS	5	4	3	Average
Unit Value	16.7%	58.3%	25 %	3.92
Content	11.1%	75 %	13.9%	3.61
Materials	27.8%	58.3%	13.9%	4.14
Standard	25 %	52.8%	22.2%	4.03

SECTION 3

EVALUATION OF ACHIEVEMENT OF THE OBJECTIVES OF THE UNIT

ATD21 - Competency Analysis for Human Resources

Indicate the extent to which you consider the general objectives of this unit have been achieved. Use the following rating scale:-

3 = sufficiently for all practical purposes

2 = adequate, but some room for improvement

1 = to a minimum extent only, considerable room for improvement

0 = not at all

Place a cross (x) in the appropriate column opposite each statement of an objective. Join crosses by straight lines to develop a profile.

	OBJECTIVE	RATING $_n$ = 36				
	After completing this unit you should be able to: (see page 2)	0	1	2	3	Average
1	Define human resource development					2.81
2	Explain the role of the human resource developer					2.72
3	Plan the sequence of your studies in the Associate Diploma in Training and Development					2.56
4	Write a resume					2.60
5	Identify your present knowledge and skills relevant to Human Resource Development					2.60

OVERALL 2.66

Please detach and send to Dr Adrian Geering
S.A.C.A.E., Underdale Site
Holbrooks Road
UNDERDALE. S.A. 5032.

APPENDIX D

Evaluation of ATD69 : Training Needs Analysis

Term 2, 1984

- Dr A Geering
Unit Co-ordinator

ATD69 TRAINING NEEDS ANALYSIS

EVALUATION OF UNIT - TERM 2, 1984

The results for the unit are as follows: (n = 97)

D	C	P_1	P_2	F	W	WF	RW
14	30	18		5	8	16	4

Thus 69 out of 97 students have completed the unit. The few students who have been given the grade RW are likely to complete the units also.

Thus the attrition rate for this unit is 29.9% (when the 4 RW grades are excluded it becomes 16.5%). The results of the evaluation are to be found on the following pages.

This unit was taught jointly by Roger Monk and myself. Unit materials for external students were written by myself.

DR. A. D. GEERING
UNIT CO-ORDINATOR

THE BOOKLETS:

The internal students appeared totally satisfied with the concept, layout, design and context of the three booklets. All of the external students I spoke to favoured the single mailing from the College.

There are several spelling and punctuation errors in booklet 2 which will be changed for next year. The only improvement which has been suggested is to replace the staple binding with a sirlax binding. This will enhance appearance and longevity and make for easier opening.

UNIT PHILOSOPHY

This unit attracted students from a wide a range of educational attainments, intellect and training experience. The nature of the Associate Diploma in Training and Development makes this likely if not inevitable. Nevertheless, the wide variety of attainments abilities and experience with students in both the internal and external mode make problems.

One major problem which was encountered related to the difficulties facing 3 students not employed in a training role. This is an issue that the course planning committee needs to address when selecting new students for the awards; should students be admitted to the course who are not currently employed in a training role? Students who are not employed in a training role find it very difficult to complete the requirements of units like ATD69 which require relevant work related assignments.

The ratings given for unit value, context, materials and standard were at the 4 level or above indicating that the 33 respondents (out of 97 were most satisfied with the unit in all aspects. Ratings for completion of the objectives ranged from 2.6 to 2.8 which were high scores on a 3 point scale and this is most pleasing.

Comments from students relating to benefits from the unit were most pleasing and these are included in following pages.

Generally the suggestions for improving the unit related to administrative matters and action will be taken where possible.

HOW CAN ATD69 BE IMPROVED?

Summary of Comments:

o	Assignment - examples of work to be included in first booklet	5 People
o	Classroom facilities	1 Person
o	Lack of background because not working in training field	1 Person
o	Improved study guide	1 Person
o	Include section on Job Analysis in study guide	1 Person
o	Availability of text-books	1 Person
o	Structure of course	3 People
o	More comprehensive feedback on assignments	1 Person
o	Encourage full attendance at lecture	1 Person
o	More tutorials in Brisbane	1 Person

SECTION 2

In this section we are seeking your evaluation of four aspects of ATD69 using the following rating scale:

1 How valuable was the unit to your overall development in your training and development role?

2 How valuable was the **CONTENT** of the unit to helping you attain its stated objectives?

3 How valuable was the **HANDBOOK** and **MATERIALS** of the unit in supporting you learning?

4 How good was the **STANDARD** of the unit in terms of a higher education course? That is, was it comprehensive and demanding of you as a learner, or was it too easy, simple and undemanding?

.....

RESULTS = 33

RESULTS	5	4	3	Average
OVERALL UNIT VALUE	46%	39%	15%	4.3
VALUE OF CONTENT	21%	64%	15%	4.1
VALUE OF MATERIALS	21%	58%	21%	4.0
STANDARD OF THE UNIT	27%	55%	18%	4.2

SECTION 3

EVALUATION OF ACHIEVEMENT OF THE OBJECTIVE OF THE UNIT

ATD69 Training Needs Analysis

Indicate the extent to which you consider the general objectives of this unit have been achieved. Use the following rating scale:-

3 = sufficiently for all practical purposes

2 = adequate, but some room for improvement

1 = to a minimum extent only, considerable room for improvement

0 = not at all

Place a cross (x) in the appropriate column opposite each statement of an objective. Join crosses by straight lines to develop a profile.

	OBJECTIVE	RATING = 33
	After completing this unit you should be able to: (see page 2)	
1	Define training needs	2.8
2	Explain the role of Training in Needs Assessment	2.6
3	Identify various models of needs assessment	2.6
4	List five approaches to identifying training needs	2.8
5	Utilize various data collection methods	2.7

OVERALL 2.7

1 DO YOU FEEL THAT YOU HAVE BENEFITTED PROFESSIONALLY FROM THIS UNIT? IN WHAT WAYS?

- Yes. It has strengthen my ability to prepare and report in a logical way.

- Yes, have needed to study this unit for some time now to assist current occupation.

- Yes. Understanding and knowledge of various methods of collecting needs analysis data.

- I feel more confident in the use of data collection techniques after using three types for the 2nd assignment.

- Yes, I have a fuller understanding of Needs Analysis and how it can be done.

- Yes. More detailed/comprehensive understanding about Training Needs - thus more complete overall knowledge re area of professional speciality.

- With opportunity to use techniques confirmation of things I am already doing.

- Yes. Very practical - I am using the techniques in a programme to be implemented.

- Yes, I have improved my appreciation of the value in carrying TNA and will be more prepared in the areas of Data Collection methods.

- Yes, the first assignment and the <u>three</u> exercises in assignment no. 2 amounted to a most comprehensive examination of the process of Training Needs Analysis.

- Yes. I feel it has encouraged me to look at all needs in the training area.

- Yes. The whole unit has been of great value. The assistance of the exercise to direct enquiries has been invaluable.

- Yes. I have gained a better understanding of different approaches to, and procedures for training needs analysis.

- Yes. I have not had previous experience in conducting a needs analysis. I now have an understanding of the process.

- Yes! As a person not actually involved with the Training carried out in my organisation this subject has given insight into the complexity of Training.

- Yes! I have developed a broader view of the process of Training Needs Analysis than I had before starting this unit.

- Yes. I should now be better able to research the types of training needed within my section.

- Yes, the research involved in the essay's preparation resulted in furthering my knowledge of the wide range of Training Needs Identification and Analysis techniques.

- I feel that I have gained a greater insight into the problems of preparing a needs analysis.

- Yes. It has given me the chance to read some extra literature of which I was not previously aware and it has given me some contacts that I would not have otherwise made.

- The techniques studied were immediately usable.

- Yes, this subject has helped me in the conducting of Training Needs Analysis at work. This is an area in which work is needed within my organisation but there has been a lack of formal education with regards to my experience. This subject has provided the required experience.

- Yes. By increasing my knowledge, and I hope, my ability in the area of study.

- Yes, I think that I have gained the skill and experience needed to initiate T.N.A. projects in my career as a Training Officer.

- Yes, getting use to using various approaches to obtaining data for a T.N.A.

- Enabled me to understand the principles involved in T.N.A.

- Confirms that we (organisation) have room for improvement.

- Yes, it has provided a greater depth of knowledge and understanding of needs analysis (I thought I knew it all!)

- Yes. By an appreciation of the importance of T.N.A. By developing means of carrying out T.N.A.

- I have benefited by focusing on a particular aspect of Group Dynamics and applying it to a group of people. I have gained new knowledge from the texts and study booklet and put time into research from several books.

2 DO YOU EXPECT THAT YOUR NEEDS ANALYSIS ACTIVITIES WILL BE INFLUENCED BY YOUR PARTICIPATION IN THIS UNIT? IN WHAT WAYS?

- Yes, these analyses will now be more organised.
- Yes. I shall be attempting to utilize a broader range of methods of data collection than in the past.
- Although at present practical application of information gained from this unit is not possible - it has been of considerable value.
- Yes. I have gained a large quantity of information and experience by participating in this unit.
- Yes. Before stating a need as a TRAINING NEED -will consider other alternatives more deeply. Less reliance on QUESTIONNAIRES as Data Collection Method - Prefer alternatives where possible.
- Yes. I will continue to study this area and look at engaining needs analysis in our many levels of training.
- Yes, I have more positive approach to doing Needs Analysis.
- It already has, as I have used some of the methods in compiling information for the 3 exercises in assignment No. 2.
- I will be more structured in my approach to needs analysis.
- Yes. Instead of using a gut feeling of what training is required or training because that is what was done last year I will use the various methods I am now aware of to research and find out what training is needed.
- I conducted only one analysis before the unit but believe myself to be well equipped for future excursions into this area.
- Yes, I will probably use Nominal Group Technique and interviews as methods of T.N.A. on the job.
- Yes. Format - input for consideration - resources.
- Yes, I will feel confident in going through the process on T.N.A.
- Yes, by now having an understanding of the theory behind the processes of Needs Analysis.
- Yes! If given the opportunity.
- Yes, it will provide me with skills to choose the most appropriate method and then design for the situation.

- Yes! In future, I shall place more emphasis on needs analysis before proceeding to course design. I shall also try to employ a wider variety of techniques for collecting data.

- Yes, planned systematic approach, Benchmark of Methodology.

- No. Not to any great degree. However, Dr Geering's demonstration of the Nominal group technique was different to the version I had previously used and I have now adopted his version.

- Yes. I think that it would even though in my present position there is little scope to perform a needs analysis.

- Yes, mainly because of the varieties of methods covered in the unit I feel I have a selection of methods from which to choose, depending on the situation.

- Yes, methods attempted were not completely suitable and some adaptations have been necessary.

- Definitely. I am now more aware of the suitability of particular types of analysis/data collection to specific situations.

- If I am eventually required to conduct a needs analysis in the NTTS I will be aware of the pitfalls that may be encountered.

- Yes, they now have a formal approach.

- I am already planning other areas where needs analysis activities could be used effectively in various aspects of my work.

- Encouragement to expand in offering context to a variety of training areas. Also helped me make personal decisions about my future work areas.

- The most helpful part of this unit was the NGT of surveying for data.

- The practical involvement in interviewing and design of a questionnaire.

- First-hand experience of undertaking the practical work.

- Group Approaches - especially N.G.T.

- The combination of lecturer input and group discussion was helpful.

- Methods of data collection.

- The practical exercises.

- Nominal Group Technique - Pro-active -v- Re-active needs. Group interview methods (particularly Nominal Group). Identification of relevant sources of information (potentially).

- Questionnaire Construction and N.G.T. method.

- The section on Brainstorming and nominal group techniques for obtaining information from groups.

- Nominal Group Technique.

- The study on NGT and Interviewing Techniques.

- I think the references to data were the most helpful as we are very short on library services here and it was great to have more references, and to have study guides and booklets. I think they are excellent material.

- Interviews.

- The actual structuring of a needs analysis.

- The enforced multi-method approach to T.N.A.

- The ability to use the unit to explore the requirements of my own organization.

- Learning about the Nominal Group Technique.

- Participation in assignments, tutorials, plenary sessions.

- The practical exercise conducted for assignment 2.

- Probably <u>doing</u> the questionnaire.

3 WHAT ASPECT OF THE UNIT DID YOU FIND MOST HELPFUL?

- The use of needs analysis techniques.
- Practicing 3 methods of T.N.A. on the job.
- Doing the T.N.A. It makes it more real and relevant when you have to go to an organization and do it.
- I found it all helpful. Particularly the 3 exercises.
- Assignment - found interesting but hard to keep with 1,000 words.
- The essay on "What is T.N.A.?" It was the first time I had ever thought deliberately about the benefits of thorough T.N.A.
- The lectures themselves. Not so much the group discussions but the input from the lecturer.
- The concentrated study of different aspects of Group Dynamics.
- The research reqirements as mentioned above. Additionally, the opportunities I had to discuss aspects of the unit with other trainers proved to be a helpful experience.
- Using the techniques of interviewing, questionnaires and nominal Group Techniques.

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES

AUGUST 23, 1985